

Newsletter

Spring /78 Vol. 4 # 3

Blissymbolics
Communication
Foundation





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BLISSYMBOLICS COMMUNICATION FOUNDATION

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The purpose of this Newsletter is to publish articles and news items concerning Blissymbolics which utilizes visual symbols as an augmentative to communication. The many applications of Blissymbolics include the following:

1. Communication Difficulties
2. Cognitive and Language Development
3. Reading
4. International Communication

SUBSCRIPTIONS \$ 6.00 per annum. Available from:

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ARTICLES: Readers are encouraged to contribute articles in order to share their symbol experiences.
Send to:

B.C.F. Newsletter
c/o Mrs. Barbara Rush, Editor
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FROM THE EDITOR

Delightful news! So many interesting articles were submitted for this issue that I must dispense with the usual overview and brief news items in order to fit the material to the allotted space. Well done, subscribers! Keep up the good work.

Please note that contributions from symbol users, corrected only for drawing and minor errors, appear essentially as submitted. These articles provide examples of symbol output, and may contain idiosyncratic usage which does not correspond to B.C.F. practice. A few of the symbols appearing in these letters are in the process of revision. Revisions will appear in the stamps, soon to be available.

This is the last Newsletter in the current series. If you wish to receive the Newsletter during the 1978/79 subscription year, please detach and return the form supplied herein.

Barbara Rush
Editor

A DIVERSE EFFECT OF BLISSYMBOLICS

By: Marjorie York Stoddard
South Mountain, PA.

In August, 1976, I received a referral on Albert Bancroft from his staff physician requesting that we enroll Albert in classes to improve his speech. At that time Albert carried a diagnosis of mild mental retardation, scoliosis, in addition was a spastic quadriplegic with almost constant athetoid movements of his head, upper extremities and trunk of body. Albert during his life had never received an education due to his handicap and he had spent fifty-two out of sixty years in institutions for the mentally retarded.

In September of 1976 and at the age of sixty, Albert was wheeled to the Speech and Hearing Clinic to be evaluated. There he received the first class of his life! Physical appearance displayed a slight, lean man laying in a gerichair (wheelchair with attached tray), head touching chest, arms flung out and legs locked in scissor form. He bellowed out "Hello Miss York", and I wondered how he could get the breath to produce speech while in such a contorted position. His next question "Can I come to class with you," was slow and laboured and required careful listening on my part. I explained to him that I would be doing a diagnostic work-up during the next two days. He informed me that anytime would be good for him because he didn't go anywhere. During the testing procedure Albert listened attentively, followed directions precisely, and was found to have hearing acuity within normal limits. An oral peripheral examination revealed poor control of tongue muscles and inhalation was deep with shoulder movement obvious during speech. Although pitch of voice was appropriate, incorrect breathing patterns created problems in volume control; these characteristics (in addition to articulation errors) contributed to speech that was difficult to understand. A language evaluation was scheduled for the next day and Albert remembered his appointment and had another patient wheel him to the clinic ten minutes ahead of his scheduled time. The Peabody Picture

Vocabulary Test was administered to test Albert's receptive vocabulary functioning. Throughout the test situation Albert was concerned over not knowing or missing a word. Each answer was followed by the question "Is that the right one?", indicating his desire to be correct. On September 8, 1976, a Mental Age score of three years, eight months, was recorded. Language therapy was initiated four times weekly for half-hour sessions.

Now I questioned what expressive language format would be most beneficial for Albert. I ruled out trying to improve his speech because of Albert's handicap, the length of time existing speech had been used (60 years), and poor control over tongue musculature, I ruled out focusing on speech production and decided to try symbol communication which had been introduced to me By Dr. Donald Rabush of Western Maryland College. "Blissymbolics", as it is called, has been used extensively with favourable results in Ontario, Canada, with cerebral palsy children, and I felt it would work with Albert to enable him to communicate better. On September 9, 1976, the words "yes" and "no" were taped to Albert's tray in the left-and right-hand corners. We worked on games and questions which required a yes or no response. Albert learned quickly to point with his finger to the appropriate word. Two symbols, "man and woman", were added to the board and explained by his male and my female presence. At the end of the first session, yes, no, man and woman were easily identified and the meaning differentiated.

Reviewing my first session my biggest concern centered on the position of Albert's head and body in relation to his tray. His eyes were nearly level with the tray, and I realized he was having difficulty getting high enough to look at the symbols or point to them. During the next therapy session our carpenter looked over Albert's chair and suggested some alterations. Through a series of trials and errors a new chair was finally designed which conformed to Albert's body. (For his assistance in this project and years of service to the Center, the carpenter was awarded "The Employee of the Year Award" at our Christmas dinner.) A "fickle-finger" pointing stick which extended Albert's reach, was the next addition to the teaching program. At the same time the Physical Therapy Department also enrolled Albert for therapeutic treatment to his legs and arms.

Daily we would work on the symbols, playing games, talking about the symbols introduced, reviewing and adding symbols that went along with occurrences in Albert's life. When his floor had a party or the volunteers came to visit, symbols were added to the board and learned in a natural, pleasant manner.

With 55 symbols on his board and 26 half-hour sessions behind Albert, I decided to administer the P.P.V.T. again, using form A. In a little over one month's time Albert's mental age had gone from 3 years, 8 months to 8 years, 4 months! At this time Albert also became very anxious to add more and more symbols. We worked out a program where we would review all the symbols on the board; if Albert could correctly identify these, two new symbols would be added as a reward. Ten new symbols meant a trip to the canteen, the center's store and coffee shop, for half of our class. We decided that Albert's goal would be to eventually reach and know one hundred symbols in a six-month period. On April 3, 1977, Albert's symbol board had been expanded to include 103 symbols, all of which he was able to identify and use to initiate and respond to questions.

On April 28, 1977, Albert was again evaluated with the P.P.V.T., form B; Albert scored a M.A. of 11 years, 7 months, an increase of language functioning of 7 years, 4 months above his original score in late September. (Some of this increase may be due to factors other than linguistic development, such as increased awareness of self and listing procedures.)

Albert, once he had reached his goal of 103 symbols, began hounding me to learn how to read. January the reading program will be initiated with the help of a volunteer.

Many notable changes occurred in Albert's life through the use of Blissymbolics. Staff would stop him, point to symbols, and wait for his response. His speech improved considerably because he always spoke the word as he pointed to the symbol. Once he was the forgotten patient, ignored due to his handicap; now he has a busy schedule which includes: Speech and Hearing Library Class, bank on Tuesdays, Activities Class, Sign Language Class (he requested to join), Physical Therapy and Occupational Therapy. Our staff psychologist has evaluated Albert and declared him a competent patient making him able to receive his checks, bank his money and manage his own financial affairs. Albert has also learned to drink out of a cup without a straw which is something he had never done before. (When learning the symbol "drink" a bright yellow plastic cup was used as a reinforcer and taken to the canteen every time he learned ten symbols.) Through Albert's efforts and his pointing to the symbol "sad" every time other patients went on bus trips, the Center equipped our bus so that handicapped, wheelchair patients could also go for rides. Soon after, Albert took his first bus trip in nine years and saw what was beyond the institutional grounds. Last, but not least, Blissymbolics enabled Albert to communicate better, to get people to respect him as a person and to make people realize that he had a good mind.

On December 8, 1977, Albert celebrated his 61st birthday by receiving and sharing six birthday cakes from staff, students and volunteers. He remarked to me later that it was the "Best birthday of his life!" For Albert, a motivated man with a burning desire to learn, Blissymbolics had opened the doors to a better life!

A SPECIALIZED COMMUNICATION BOARD

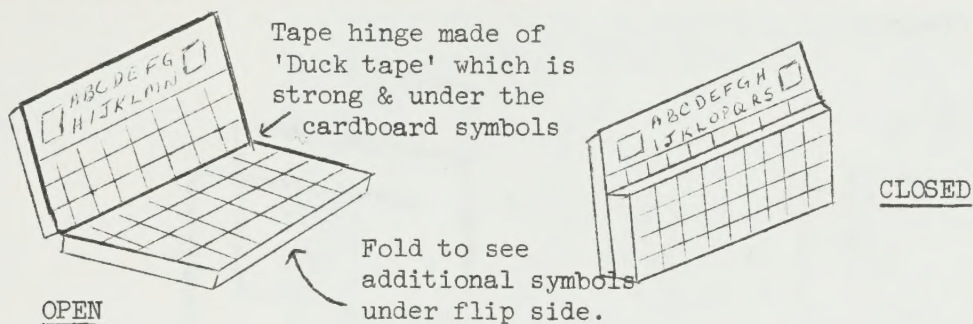
By: Kathryn Berry
Lexington, Maryland

(Extracted from letter to the editor)

Our good news is that Alison is now (aged 3-3/4) using the 100 word symbol board (enlarged to 140 with a flip side to use). She is really telling her thoughts and so her frustration level is greatly reduced. She does not know all 140 symbols yet, of course, but does make use of at least half of them.

Alison has two boards which we use. The 140 word board stays at home. I simply enlarged each square to be 2 inches square (Alison's pointing capacity). I used tri-wall cardboard as a base onto which I pasted coloured, lightweight cardboard (purchased in a stationers or art supply store), cut

into strips for the color coding. I then used a wide felt tipped pen to mark out the grid and a fine tipped pen to write the symbol and the word. The whole is covered with clear plastic "contact" and the edges sealed with black tape.



The board which travels to school with Alison was constructed thus: Again I first determined the size square she needed for accurate pointing. Next I decided the number of words I felt she could use. This indicates the size needed. The fan-folding board (see photographs - Pages 7 & 8) is made of a tough, thick, clear plastic purchased in a fabric department of Zayre's (a local discount shop....but should exist elsewhere in either household or yardgoods departments). Using black polyester bias tape and a long, wide zig-zag stitch on my sewing machine, I:

1. Cut two pieces of plastic to the correct size for the front and back of the board. (Size example: 8 rows of 2 inch squares with $\frac{1}{4}$ inch space between each row equals $(2 \times 8 = 16 \text{ plus } 9 \text{ spaces} \times \frac{1}{4} = 2\frac{1}{4}) = (18\frac{1}{4} \text{ inches in width})$ (For depth again: 5 2 inch square plus $\frac{1}{4}$ inch space between squares makes a total of $11\frac{1}{2}$ inches depth.)

2. I stitched the bias tape around the 4 edges....of each sheet separately (using wide and long zig-zag stitch on machine).

3. I stitched the two sheets together at the two sides and at the bottomleaving the top open.

4. Laying the bias tape on top of the plastic (having folded) the bias tape in half), I stitched from top to bottom forming the 8 long thin pockets into which the colored cardboard strips would eventually be slipped.

5. Once the plastic has been stitched, one must purchase the colored cardboard, cut it into strips which will slip into the pockets, and mark the strips off into squares.

6. In each square on each strip, one can write the symbol and the word with the same fine tipped felt marker. In addition, cut out little pictures which correspond to the symbol (if necessary to help the child) and paste them in the squares. The books I used to cut out pictures were purchased at the dime store (Woolworth) and are A Golden Readiness Workbook - Preschool, Golden Press, Western Publishing Company, Inc., Racine, Wisconsin. The four workbooks (79¢ each) I purchased were: Thinking, Reading and Doing, Sizes, Shapes and Numbers, The Sounds and Shapes of Letters and Readiness for Reading. This gave me a wide variety of sizes and colorful, clear pictures. It also helps to make the board more interesting for the child. Alison's 140 word board has no pictures, as she no longer needs them. She is now interested in the symbols for the sake of communication.

7. I have been searching for the name of the cardboard I used, and I think it is called construction board. In any case it comes in the appropriate colors, is thin, strong and flexible. It does fade when left in the sunlight.

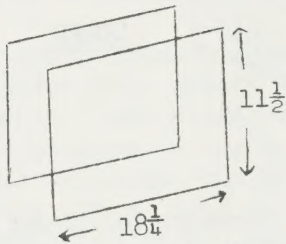
8. Two strips slip into each pocket....back to back so that the board can be read from both sides. This has the advantage of making an athetoid child really look, if only to see that she is using the correct side of the board.

9. Finally one can fold the plastic board, fan or accordian style to carry about. The folding has the advantage of being able to isolate one row of symbols (or several) if necessary.

A SPECIALIZED COMMUNICATION BOARD

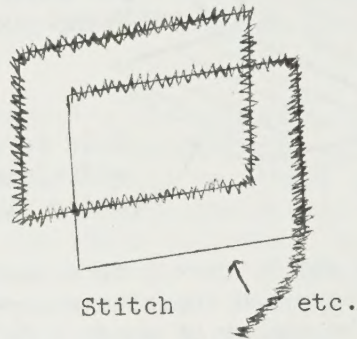
Diagrams -

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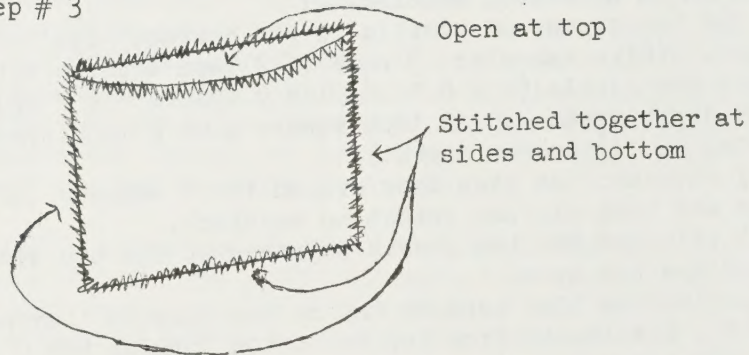


Cut Plastic

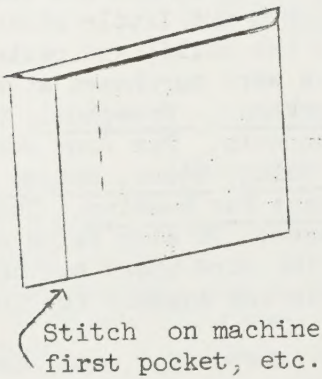
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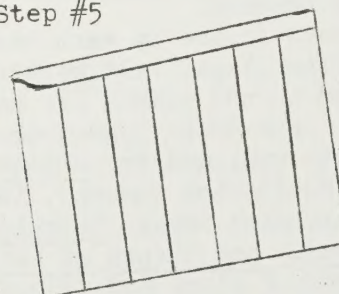
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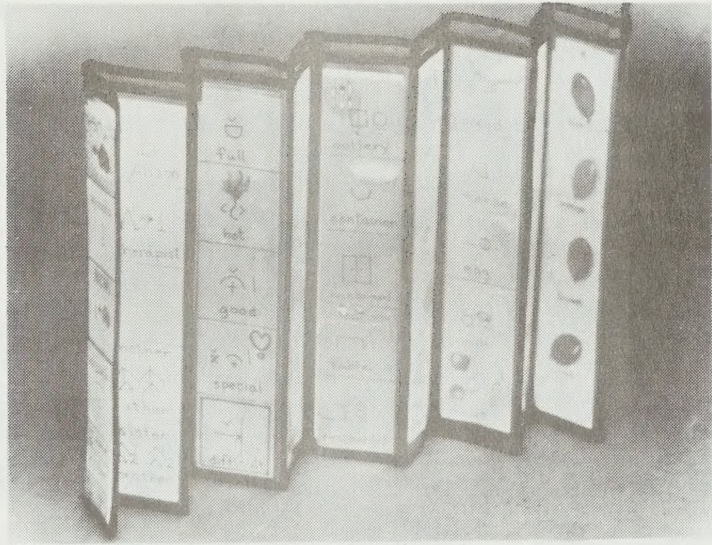
Step # 4



Step #5



Now cardboard strips can be slipped into pockets.





Finally, Marlena Can Communicate!

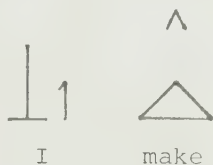
By: Elaine B. Wilson
Mansfield, Ohio

Blissymbols were first introduced to Marlena in October. By January, Marlena had mastered one hundred Blissymbols and was making strides toward locating the symbols on her Blissymbol 100 Board. Within two months of Marlena's initial contact with Blissymbols, she was utilizing her Blissymbol Board to express her feelings, ideas, and needs. What pleasure and pride Marlena derives from her ability to communicate!

Marlena is a fifteen-year-old girl enrolled in a junior high level multi-handicapped class in the Mansfield City Schools in Mansfield, Ohio. Her speech is unintelligible due to lack of muscular control resulting from cerebral palsy. Her speech has remained nonfunctional despite years of speech therapy. The alternate communication systems of sign language and communication charts had been attempted with Marlena with some success, as Marlena is educable, has receptive language skills, and possesses a strong desire to communicate with others. However, disadvantages inherent in sign language (i.e., its failure to be understood by the family, teachers, and peers, and the requirements of fine motor skill and motor control) and limitations of communication charts (i.e., their failure to allow for the generation of sentences and their limiting of the child to the words on the charts) greatly restricted the usefulness of these systems of communication.

Blissymbolics was thus initiated with Marlena as a "last resort" to establish an effective expressive communication system. Marlena readily began combining Blissymbols to form entire thoughts, which were easily understood by teachers and peers due to the inclusion of the words beneath the symbols. Marlena's difficulty performing the precise hand movements required for sign language and fingerspelling no longer constituted a problem, as a simple pointing response is adequate for effective use of Blissymbol Boards. The Blissymbol 100 Board, enhanced by a column of a dozen other symbols of special interest to Marlena, enables her to express considerably more ideas and feelings than does a single communication chart.

Delightful evidence of Marlena's effective use of her Blissymbol Board was excitedly conveyed to me recently by her classroom teacher. Earlier that morning in therapy, I had written in Blissymbols ten sentences which Marlena formed with her Blissymbol Board. I had requested that Marlena ask the classroom teacher to write the Blissymbol sentences which Marlena would form during the coming week in class. Following Marlena's return to her classroom, her teacher entered my therapy room and exclaimed, "It's just like in the movie (Mr. Symbol Man)! Marlena used her Blissymbol Board to tell me to write in symbols the sentences she indicates on her Board. She pointed to the symbols



(then pointed to the sheet of symbol sentences I had given her).



you get pen/pencil (and) paper, page.

I knew exactly what she wanted me to do!"

Blissymbols are helping Marlena to develop confidence in her ability to communicate and are greatly assisting others in understanding her needs, ideas, and feelings. A therapy session has not passed when Marlena has failed to use her Board to indicate her eagerness to go to



outing

(camp) this summer, as she anxiously awaits the opportunity to use her Blissymbol Board to "converse" with her friends at camp. For years she has dreamed of communicating with her special friends.

At last, Marlena's dream will be realized.

Pen Pals Wanted

From: Beth Woods
Charlton Park School
Charlton Park Road
London, S.E.7.
England

(The following is extracted from a letter sent to Shirley McNaughton)

Our little group has grown from six to thirteen children. We now have five children in the advanced group, six in the beginners and intermediate group, and two little ones in the nursery who use the family symbols and a few appropriate pictorial symbols. "Bliss" is now an accepted part of the school curriculum and interest in symbols is encouraged throughout the school. We have given several Bliss morning assemblies to the lower school. At the last one, we had a "wedding" so that we could introduce some family symbols to the talking children. The children have produced interest books, stories, made up games, had arguments about "strikes", asked questions about God, asked the school physician to talk to them about their handicaps, and all the other usual things. The only thing we haven't got that we would like, are



Are there any Bliss children in Canada and the United States who would like a



symbol

pen

friends

Here is guide information from some of our children and we hope to hear from someone in North America as soon as possible. Wouldn't it be "one-up" on everyone else in school, if we could eventually have pen friends who did not understand a word of English but with whom we could correspond in symbols!

Andrew Hardy: 13 years old - Interests are football, girls, family - birthday is September 21st - 400 chart user - uses combine, sounds like, opposite, tenses - points to symbols with thumb - boy or girl pen friend.

Sylvia Hakim: 14 years old - Indian - mother is a nurse - Interests are clothes and playing games - uses 400 chart - understands tenses - used symbols for only two terms - points with her toe - girl pen friend preferred.

Russell Batchelor: 14 years old - interests are God and football, also girls but wants to write to a boy - 400 chart - uses tenses and combine - points to symbols with hand.

Barry Wright: 14 years old - uses 400 chart by eye-pointing - uses tenses and combine - interests are football and aeroplanes - has a "crush" on Sylvia but will write to a boy or girl.

Edward Wong: 10 years old - interests are food and family - Spanish mother - Chinese father - goes to Spain for holidays - uses 400 chart and tenses - understands what "combine" is but does not use it himself. Boy or girl pen friend.

Also

Julie Buckee: 12 years old - a talking child who joins in with the Bliss groups - likes to work out her news in Bliss - has requested a talking handicapped boy or girl pen friend to whom she could write and send tapes - very verbal but of limited academic attainment.

PENPALSHIP AT WORK

Hello friends.

We liked your letter very much.

We read your letter together.

We have much to tell.

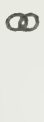
Yesterday (it was the) school's birthday.

We all made (a) hat for (the) party.




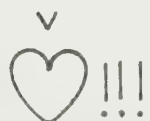
Miss Maryke (speech therapy) has gone to other

children. We had ice cream.




We saw (the) film Mr. Symbol Man.

We were very excited. ⑧













One boy has black hair and brown cheeks like








John-Eddy. His name was John too.




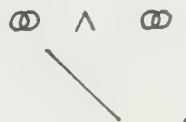

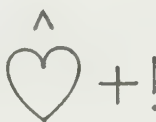





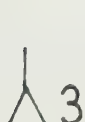




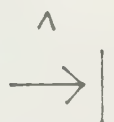




Esther goes home (for the) weekend; she plays games

and reads and dreams. Selwyn likes horses.

He rides Mondays. Memos granny comes








(on)Wednesday. She brings , dessert. Memo likes



The above is an example of international communication submitted by Ruut Koopmans, Holland. It is a symbol letter written by Dutch children at De Trappenberg Children's Hospital to a symbol class in Toronto.

A few of the symbols appearing in this letter are in the process of revision. Revisions made will appear in the stamps, soon to be available.

THE DEVELOPMENT OF A BLISSYMBOLICS PROGRAMME IN

ISRAEL

By: Judy Seligman-Wine
Jerusalem, Israel

As some people may remember, I was the speech pathologist in the original group of five people who sat together back in September, 1971 to "talk about" how we might help the small group of children at the Ontario Crippled Children's Centre who had failed to develop functional speech due to the severity of their neuromuscular problems in the oral area. Little did we know then what those discussion sessions would lead to and how great a challenge we had set before ourselves - the results being the very exciting Blissymbolics Communication System which has evolved.

I left the Ontario Crippled Children's Centre in November, 1973 in order to fulfill a long-desired wish to spend an extended period of time in Israel - and as a result have taken up permanent residence here. One of my first ventures, while still here as a tourist, was the translation of a 200-symbol chart into Hebrew (more for the challenge of it than as a serious undertaking). The first difficulty I encountered was the fact that Hebrew, the national language of Israel, is written from right to left (rather than the English left-right orientation) and a decision had to be made as to how this should be handled. After consultation with both the B.C.F. and persons of varying professional backgrounds in Israel, the decision was reached that the chart would have to be reversed for use here - that is, both the orientation of the chart as a whole and the direction of individual combined symbols. This decision was based on the fact that it would be very confusing for the symbol-user if the symbol were to appear in one direction and the word directly underneath in the opposite direction; moreover if symbols are to be used as an aid to developing reading skills the left-right orientation would be inappropriate, confusing and perhaps even harmful. The decision to reverse direction was supported by the B.C.F.

At the same time I had met speech therapists working in three schools for cerebral palsied children in Israel and they showed great interest in the symbols. We started working with six children in the three schools - the programme was a great success but we quickly discovered that the charts could not simply be translated from English to Hebrew - there were both cultural and syntactical differences that had to be considered. Symbols appeared on the English charts which had no relevance to life in Israel and other symbols which did not appear on the English charts were needed. Several symbols such as angry and afraid, which are adjectives in English, take on the verb form in Hebrew. A preliminary study of the symbols appropriate to the Israeli environment was undertaken and this was the basis of a revised 250-symbol chart which was then produced.

Once I had settled here I decided that I would try to receive funding to function as an information centre for the dissemination of Blissymbolics. This turned out to be a very frustrating endeavor as every population of children and/or adults that could benefit from the use of symbols was under the umbrella of a different government ministry - education, welfare, health, defence, etc. It was suggested to me that in order to obtain initial credibility in the country I should obtain a part-time position in an appropriate setting and either function with the symbol work through that setting or work there in addition to being a symbol consultant. The timing was perfect as at that same time I was offered a

job as a diagnostician in a pre-school diagnostic centre for retarded and learning disabled children. Within this centre I was able to instruct several retarded non-speaking children in the use of symbols and to use the symbols as a diagnostic as well as communicative tool with aphasic, language disabled and autistic children. In addition I began to work privately as a consultant on a fees-for-service basis in symbol communication. This work took on a variety of forms. In several centres in the Jerusalem area where I live I was hired on an on-going basis - to come to the centre weekly and work directly with the symbol-users with the speech therapist of the centre in attendance. She would learn the symbols in this way and carry on with them on a daily basis. In several centres outside Jerusalem, I functioned by working intensively with the speech therapists initially, both with and without the symbol-users, and then following this up by periodic visits to the centres for further instruction and guidance. A third approach which I have used has been to give a two-day intensive teaching session to an inter-disciplinary group at a given centre, again followed by further visits to the centre.

Initially it was quite a battle to get the idea of symbols accepted as an alternate form of communication - all the usual arguments and negative attitudes were encountered; however once a number of symbol-users became competent and fluent with the symbols the system spoke for itself and the interest and demand has become great. At the moment, while I am in fact on maternity leave and not working, I am receiving a minimum of two requests a week for information and training in the use of Blissymbolics.

To date we have used symbols in Israel as a communicative tool mainly with populations of cerebral-palsied children, aphasic children and retarded children and adults - all with great success. I have also used symbols as a diagnostic tool with interesting and valuable results. My one attempt to use symbols with an autistic child was not very successful - Blissymbols proved to be an important assessment tool in uncovering his potential for learning but he soon began to use them mechanically and was not able to utilize them for communication purposes. A new centre for autistic children has recently opened with a speech therapist with Blissymbolics training on the staff and we are hoping for more encouraging results there. Inquiries have recently come for the application of symbols with the deaf and with aphasic adults; hopefully we will have interesting results to report in the future.

At present I have produced Hebrew symbol charts containing 100 and 250 symbols, plus a set of 36 initial symbols and a set of 300 symbols on individual cards. I received a grant from the Ministry of Absorption (for new immigrants) for this initial translation work. I am currently developing a 400 symbol Hebrew vocabulary and hope to find a source of funding for this. However, as I plan to be in Toronto this summer and to attend some of the Workshops offered by the B.C.F. at that time, I have decided to not actually produce the chart until after my visit there in order to benefit from whatever suggestions and guidance they might have to offer. We are also hoping to formalize the relation of my information centre within the B.C.F. structure at that time.

My work with symbols here in Israel has been challenging and exciting. I have here outlined how I have gone about setting it up and the populations with which I am working. What is missing is the personal element - the beautiful things which have begun happening to individuals as avenues of communication have opened up to them through the use of Blissymbols. This, which is the essence of it all, is hard to put down on paper. I could write at length about the 30 year old "retarded" cerebral palsy woman living in an institution who

for the first time in her life was able to demand milk and threatened to go on a hunger strike when her request was refused, or about the 14 year old who sent me a letter describing his recent experience in the shelter following a terrorist attack, or about the 6 year old retarded boy who went wild with joy when he realized that for the first time he had been able to convey a story about something that had happened to him - and, on a personal level, the beautiful symbol-letters of congratulations following the recent birth of my baby. We have received symbol-letters from some users in Winnipeg, Canada and several adult retarded c.p. symbol-users are setting up correspondence with them. We have had great fun looking at the symbols written with a left-right orientation and identifying them on our charts - its a good exercise!

I want at this point to thank everyone at the B.C.F.; particularly Shirley McNaughton and Barbara Kates, for their continuing support and friendship - I look forward to many more years of working together.

COMMUNICATION GOALS IN THE PRIMARY SPECIAL CLASS

By: Gwen Mann
Markham, Ontario.

(Extracted from a letter to Shirley McNaughton)

"In reply to your request for a Language Arts Curriculum for Blissymbolics, I don't really think of Blissymbols as being a separate part of my program. Even for Buddy, who uses them to communicate, they are an integral part of everything that is being learned. (I hope!) I like to think that the symbols help me to do a better job of teaching every thing that I would be teaching anyhow. I feel that children using the symbols will have the same kinds of educational goals in Language Arts as everyone else. However, having said that, I will enclose a copy of my goals in the area of Language Arts. This was prepared last year in preparation for an evaluation of the Language Arts program in our Primary Division. If any or all of it is of use to you, please feel free to copy or share it at your discretion."

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L - Listening
S - Speaking
R - Reading
W - Writing
S - Blissymbolics

Preschool

L - understand spoken language
S - babble or verbalize
S - single words
S - name objects
R - interest in books
S - name pictures
L - listen to stories
S - short sentences
L - follow oral directions

Kindergarten

- L
S - spontaneous communication with teachers and other children
- L - discrimination - gross sounds
 - figure ground, background noise
 - words - rhyming, initial - middle - final sound
- S - descriptions - objects, pictures

Communication Goals in the Primary Special Class

- S - use plurals, negatives, verb tenses, pronouns correctly
- S - recognition of sequence, association, classification, categories
- S - understand concept of special relationships and use correctly
- R - interest in books in general and words significant to him

Grade One

- L
S - spontaneous communication with teachers and other children
- S - talk about significant happenings at home and at school using appropriate language, grammar, and behaviour
- L
S - participate in group discussions - listen attentively to others
- R - learn to read words - by sight (configuration)
 - by phonetic analysis (rhymes, consonants, blends, short vowels)
 - by structural analysis (endings, compound words, contractions)
 - by conceptual analysis (Blissymbols)
- R - progress to sentences and stories - work towards fluency, accuracy, speed, comprehension, enjoyment
- W - learn to write words, sentences, and stories to express feelings, give information, keep records, etc.

Grade Two

- L
S - opportunities for spoken language in group and individual situations with more attention to grammar, sequence, keeping on topic, questioning
- R - some conceptual analysis of words and ideas arising from lessons involving Blissymbols

Communication Goals in the Primary Special Class

- R - extend reading skills to include synonyms, homonyms, vowel rules, variants, and more critical thinking in the area of comprehension
- R
W - work towards independence in reading and ability to handle written work assignments with minimum individual help
- W - continue writing stories, news, verses, notes, letters, etc. informally based on his experiences at home and at school.

Grade Three

- L
S - continue opportunities for group and individual communication
- R - review and extend reading skills to include dictionary skills, syllabication, index, spelling, printed directions, drawing conclusions, etc.
- R - increase speed, independent reading for information and pleasure
- W - continue writing stories, verse, plays, letters, etc. formally and informally.

Goals for Communication with Blissymbols

- Σ - show interest in communicating
- Σ - initiate it with peers and adults
- Σ - understand that symbols represent a range of meanings
- Σ - good speed in locating symbols
- Σ - recognize and use symbol components
- Σ - create symbol combinations of his own
- Σ - use various styles of symbol communication to adapt to different listeners
- Σ - use symbol strategies e.g., opposite, combine, tense, symbol part
- Σ - use non-symbol strategies e.g., alphabet, spelling, gestures.

CHILDREN LEARN WITH SYMBOLS

By: Gwen Mann
Markham, Ontario.

These children are members of a primary special class in a regular school. They are special in many different ways and their learning problems include aphasia, autism, delayed language, other language disabilities, and some physical disabilities. Some are slow learners. Most of the children are coping with a combination of problems. All of them are learning more successfully because of Blissymbols. The symbols aid in language development, cognitive development, and development of reading skills.

We became interested in using the symbols when Kari joined our class three years ago. She was already a proficient symbol user when she came from Ontario Crippled Children's Centre School. I had known about Blissymbols before but had never thought of using them in the language program in my classroom. However, during my very first conversation with Kari, I could see how easy symbols are to understand and how conceptual the whole idea is. I was immediately struck with the possibilities of using these principles to help children with all kinds of language disabilities.

In the classroom, the children's natural interest in talking with Kari and reading the words on her board stimulated general discussions about the symbols. It wasn't too long before many of them became incorporated naturally into the language program. I found my lessons becoming more conceptual and discussion was stimulated almost without planning. At this time, Kari's mother, Ruth Harrington, began to work with me each morning and became a valuable resource person for us all. She brought with her much experience with symbols and patience and understanding for the needs of the children. In every respect, we all work together and what one of us doesn't think of, someone else will. We seem to learn as much from the children as they do from us.

Symbols have helped with association and classification as well as vocabulary development and clarification of the concepts being taught. The 400 display is a wonderfully complete picture dictionary. Most of all, symbols have been helpful in reading and pre-reading activities. For example question words are always difficult to understand for children with reading problems - but if the symbol is with it, the concept is clear. Prepositions relating to spatial location are also much clearer because symbols show the spatial preposition as well as remind you of the word (e.g. the dot in "in" and "out" and the arrowhead in "to" and "from").

One of the first uses made of the symbols as a class was a weather calendar. Blissymbols are far superior to the usual symbolic pictures we draw - and they are scientifically correct.

Most of the symbols are a great help to an aphasic child because they help him to make the association between the object and the word. For him, the spoken word is often as abstract as the written word and the symbol removes some of the confusion of his inner language. For beginners, symbols combined with sentences to read help considerably with understanding. Word cards are made more useful when words are on one side and symbols on the other. Words are easy to locate when the cards are stored in categories and colour coded according to the symbol display.

For many reading activities, symbols are much easier to draw than pictures and encourage reading with understanding. I use them for counting exercises too. With Blissymbols, we have the tools to work with matching, discrimination, sequencing, visual memory, etc. in a way that is meaningful and closer to reading than pictures would be. For the children at an early developmental level in motor and perceptual skills, who also have language disabilities, symbols provide the transition between objects, pictures, and words. They have also proved to make reading easier for normal children at the pre-reading or beginning reading level.

Last year, Kari was promoted to the junior special class in the same school and continues to use Blissymbols to communicate with her teacher and her friends. There is no other use of symbols in her class.

In the primary special class, the symbols have become an integral part of the program. One boy uses them for communication and the other children use them as they feel the need or are interested.

This year, we are using symbol workbooks¹ to assist in the language and reading program. They have proved to be very effective for all of the children. They enjoy working on the books and reading them over many times. We hope to be able to make the books commercially available in the near future so that parents or teachers may use them.

There are eight sets of workbooks, forty books in all, designed for use with individuals or small groups of children. Each book may be made more meaningful to the child by adding appropriate pictures and names for his own family, friends, pets, or situation. During the activities of colouring, pasting, and so on, there is an opportunity for discussion of the concepts presented on each page.

1

Note: The above-described works will soon be available from the B.C.F. Watch the next issue of the Bulletin for details.

The symbols will help the child understand and remember the words on each page. Through the series of workbooks, most of the symbols on the standard 400 display will be used.

The books cover many of the areas of interest in a young child's life and so may be useful for language development and stimulation. New vocabulary may be developed. Children will enjoy reading about experiences similar to their own. Some of the books may suggest new experiences which you would enjoy sharing together.

All of the books are intended to stimulate independent reading after they have been "individualized" by colouring, tracing print or symbols, adding pictures, words, etc. The symbols will help the child to read for meaning. A basic sight word vocabulary has been used except where specialized words are necessary. There is much repetition of words and sentence structure. This will make it possible for pre-school children, beginning readers, and children with all kinds of reading disabilities to enjoy reading these books independently.

At the end of each book is a review of the words and symbols used. This is a mini-dictionary which is helpful for spelling when children begin to write their own stories. It also helps them to classify and organize the concepts they have been learning.

The workbooks are designed to be used over the course of one year. Many are seasonally oriented. However, any one book may be used individually. It is not necessary to have the complete set. They are on different levels of symbols usage, language and reading, so the amount of interaction with the adult who is helping will vary. Some may be read independently almost immediately and some will need to be read to the child for some time. It is felt that there is value in each of these types of reading material and that parents and teachers will be able to use each book to the best advantage for the individual child.

BUDDY LEARNS SYMBOLS

By: Gwen Mann
Markham, Ontario.

Buddy began school in the primary special class because of his problems in motor co-ordination and delayed language development. He had difficulty with all gross and fine motor activities, self-help activities including dressing and eating, and expressive language. He communicated by gestures, babbling, and a few recognizable single words. He is a happy, friendly child who responds to people and is anxious to communicate. However, he is not motivated to be independent. He enjoys having someone work with him on any activity, but does not want or try to do things for himself. His formal academic work consisted mostly of fine-motor activities as well as some perceptual training. Language stimulation and vocabulary development increased understanding but verbalization was not significantly improved. At this point, I couldn't visualize Buddy ever learning to read.

Symbol instruction was begun in January 1976 when Buddy was 8 $\frac{1}{2}$ years old. We had been using symbols in the classroom since November when Kari joined our class and he was very interested in and motivated by the symbol board on her wheelchair. He was taught symbols individually as well as participating in group lessons and discussions where symbols were used to help explain the concepts being taught.

We began with individual symbol cards stuck to his desk - language master, record player, sing - because these were reinforcing for him. Initially, he was allowed to do the activity every time he pointed to the symbol. Next he learned the symbols for tractor, skidoo, boat, and lunchbox because he could say these words understandably. His first verb was "want" and this was also his first exposure to the sentence form. He arranged three symbol cards in a tray. A star reminded him to start at the left. In the beginning, "I want" was always in position and he changed the object card. Cards were always the colour they would be on a symbol display. New cards were added as symbols were introduced in the language program: (e.g. clothing words, furniture, parts of a house, etc.) The same reinforcing procedure was followed - finding the card to show me what he wanted to do - at first being allowed to do it every time - gradually allowing it when work was done, etc. At this stage, matching games were begun with objects and symbols, then pictures and symbols - individual symbols at first then symbol sentences. He was now able to "read" a book for the first time. "I want a drink". I want a record. I love Mommy. I love Daddy," etc.

Now he was ready to point to symbols on a plastic display rather than manipulating cards. We used squares and symbols which were smaller than the cards but larger than the standard displays. Buddy wears glasses and we weren't sure how good his visual perception would be. The symbols were placed in the same sentence order as the syntax on the displays and we continued the consistent colour coding. He now became accustomed to bringing the symbols with him when he wanted to communicate. This aspect of the programme requires much individualization for a child with mobility. It's most helpful to share ideas with other symbol teachers to arrive at a convenient display for each child.

Gradually, he changed to squares and symbols which were smaller. The display is similar to the previous one featuring white space around each symbol and including only known symbols.

Next we introduced a 100 display - not the standard one because too many of his symbols would not be included - but his was set up in the same way. It was made with 1" graph paper and commercial gummed squares. Photographic display sheets work well for this type of display where the plastic is lifted often. I had a master plan in mind and stickers were added as he learned the symbols. I learned by experience to use ink that wouldn't blur. At this point, he had a similar display at home.

The next step was a 150 display made from two photographic sheets taped together. Plastic was put along the bottom to prevent "fiddling" with the edge and ruining the bottom row. Combinations were included here and we still only used known symbols. When he knew approximately 75% of the symbols, he was given a complete 150 display made from graph paper, gummed squares, and covered in clear Mactac. It was about the size of a place mat. Buddy used this at school and at home during the summer vacation.

In September, he was given the 400 display from BCF when he started to need the grammar block and some of the strategies. He was now able to find the components for combinations himself. By this time he was able to read many symbol sentences and enjoyed using language master cards with symbol sentences and the words underneath.

Last year he began to read symbol stories to go with pictures in pre-primer readers. He began to learn to read words and was able to do some reading-type seatwork questions. Now he was starting to read for meaning and really beginning to enjoy the symbol stories.

This year Buddy is using the symbol workbooks we have developed for language development and learning reading skills. He is learning new symbols as he has the need and as he reaches new levels of symbol readiness. We insist that Buddy "say" each word as he points to the symbol because he is verbalizing more and more and we can understand many of his words now. This winter he is putting two words together verbally for the first time.

Buddy has had more success learning Blissymbols than in any other academic area. As I mentioned before, he is very motivated to communicate and he enjoys doing any work involving symbols. Each day we record a story of his own in symbols and his favorite activity is looking through this book reading and recalling some of his past experiences.

I don't know whether Buddy will always use Blissymbols to communicate or whether he will learn to express himself verbally well enough for communication, but I do know that symbols have made it possible for him to learn many school skills including beginning reading. He has learned to express emotions and people talk with him in a more mature way because he can make a contribution to the conversation. Buddy is learning symbols and many other things through symbols.

SCHOOL INTEGRATION - FOUR VIEWPOINTS

1. From the Special Class Teacher - Barbara Rush
Cerebral Palsy Centre, Hamilton, Ontario.

In the last issue Dale Sutherland noted the difficulties that exist for integrating the symbol user into the regular school stream. Perhaps one of our experiences will be of some help. It is the story of Victor Valentic, a familiar name to some of our readers (see Volume 1, #4).

Victor is now aged 8 years, 2 months. He has experienced two episodes of Reye's Syndrome (at one year and six years) which have resulted in spastic athetoid cerebral palsy. He is non-verbal and was first introduced to symbols at the tender age of three years. From the beginning, he took to symbol communication like a duck to water. Until September 1977 he attended the symbol communication class at our centre full time. During the Fall term of 1977 he spent half days in a regular grade 1 class at Holbrook School, a facility to which the centre's classrooms are administratively attached, and physically located just across the road from us. An ideal situation for integration. Following a brief return to full attendance at our centre for review, he began full time integration at Holbrook in February 1978 which will continue until the end of this school year.

The multi-disciplinary team that cares for Victor decided on integration for the following reasons:

- a) Victor is mobile (although motion is awkward and unstable) while the rest of the symbol class is confined to wheelchairs. He was thus restricted from appropriate physical activity due to programmes geared mainly to the wheelchair-bound.

- b) Victor was psychologically assessed as having at least "average" intelligence. He required a more challenging educational programme than that provided in the symbol class. With a large group (eight) of severely-handicapped and developmentally-retarded students, I was unable to keep pace with Victor's learning ability.
- c) Victor was deemed capable of benefitting from a broadened and enriched educational programme. Due to limitations imposed by students' handicaps and the need for one-to-one teaching situations, the symbol class allocates 75% of its time to symbol instruction and language development. Victor was being deprived of sufficient experiences in music, art, science, social studies, etc.
- d) Most important was the fact that Victor simply needed to be with non-disabled children. He has the potential to join the mainstream of society as an adult, and segregation as a child was fast becoming an additional "handicap" to him.

The decision to integrate was made with the full blessing of all concerned - child, parents, therapists, doctor, special class teacher, receiving school, and school administration. Victor was placed in the "Big Room", an open concept area containing three primary classes with eighty children. Along with him went his typewriter, a large 400 vocabulary symbol board, and his personal symbol board.

Problems have occurred. A long flight of stairs has to be negotiated. During winter months, he is unable to participate in outside recess due to time limitations and minor health problems. He tires easily from the increased physical activity. He has difficulty completing assignments in the time allocated. Symbol output has decreased. It now appears that school placement for the 1978/79 year will be served in a special class within a regular school. In that setting Victor will be able to work at his own pace and yet still be integrated into regular classrooms for certain subjects.

I feel integration has been successful for Victor. Although a drop in symskill has been noted, this is not important compared to the fact that he is out in the "real" world and coping admirably.

2. From the Regular Class Teacher--Helena Oliphant
Holbrook School, Hamilton, Ontario

The children in the Big Room have been allowed to ask questions about a disabled child and have them answered truthfully without the reprimand that they are being "rude". The therapist from the C.P. Centre who works with Victor has come on occasion to show the children what special devices cerebral palsied children use to enable them to talk, walk, read, eat, etc. The question and answer period was very enriching for them.

The children have come to respect Victor's capabilities as functioning simply as another classmate. They like to play a word game with him to see who knows the most words from his symbol board. Thus they help each other strengthen and enlarge their vocabularies. They have learned grammatical terms such as plural, singular, tenses, etc., through communicating with the symbol board. This is something they would normally learn later in their education.

I feel that having Victor in our class has helped the other children to realize that although he is handicapped, he still has feelings, needs friends and can accomplish many things - just as they can. Some of his classmates are still too protective of Victor and are "too helpful, much to his frustration at times.

On other occasions, this helpfulness can work to Victor's advantage (dis-advantage?) as he knows the children will do things for him such as picking up his papers, bringing things to his desk, when he is quite capable of doing this himself.

As far as children developing a more tolerant attitude towards handicapped people, I do not think that they think in those terms yet. Once they accepted Victor as he was, then he became one of them and received the same type of treatment as any other child. However, as they get older, this close and personal contact with Victor will have helped them to accept a handicapped person as a whole being. In some cases, a stronger sense of responsibility has developed, as only the most responsible children are allowed to stay in at recess and play with Victor.

For Victor himself, the obvious strain in keeping pace with the academic work shows up in physical fatigue. Much of his work needs to be finished at home as he is easily distracted by the ongoing activities of the Big Room. He obviously enjoys the various themes under study and appears to be enjoying the friendship of the children.

As a teacher, I find it frustrating at times wondering how well he comprehends what he has read. Some errors may be due to hitting the wrong key on the typewriter, some may be due to guesswork. A great part of the Level One Programme is oral work. I find it very time-consuming to insist upon grammatically correct sentences as Victor points out the symbols. In the meantime, the other children may lose interest in following his chart and become restless. At times, to expedite matters, I may just let him point out two or three key symbols, without it being in sentence form. Then I flog myself mentally for allowing this. I constantly wonder if I am teaching him to his full potential.

Victor needs close supervision when maneuvering the stairs. Thus if he has to make a trip to the washroom while in the midst of a new lesson being presented, it disrupts the flow of thought and I feel the children get restless and the lesson may need reteaching. As I let the helper on the ground floor escort him back up the stairs, the worry is always there that this time he may lose his balance. He hasn't yet!

Victor, unknowingly, is cause for inspiration of courage and perseverance when one is faced with the petty, everyday problems that one has to face.

We can all learn from each other.

3. From the Principal--Malcolm Curtis
Holbrook School/C.P. Centre, Hamilton, Ontario

These remarks about the integration of a handicapped student into regular classroom placement is based on the assumption that the child has intellectual capacities within the ranges known as "average" or "above-average". This means that my understanding "handicapped" is one in which the student is physically disabled only, not disabled either intellectually or emotionally. To integrate one who is intellectually as well as physically handicapped would be asking too much of the teacher of the regular class.

As principal I see four aspects which must be considered if integration is to be accomplished successfully.

First, the students must have acquired those occupational skills or "actual daily living" skills which allow him to function in a regular class placement. While it is expected that the teacher will recognize individual differences and make allowances for limitations which the student experiences, the student must be able to participate in most classroom or group activities without requiring constant one-to-one assistance. The student must also want to be in the class. This is achieved through close consultation with the medical-therapy personnel, and through discussions with the child and the parents by the special class teacher.

Secondly, the parents must also be supportive of the integration. If there is apprehension about the move, or reluctance to do the extra planning that is often required on their part, the efforts of the teacher can be subverted in subtle ways. The parents must be willing to be less protective of their child while also demonstrating their active support of the school's program. Certainly, more frequent parent-teacher conferences are necessary. Often, they can assist when the class goes on an out-of-classroom excursion.

Good parental orientation is usually achieved through frequent counselling sessions with the therapy staff and special education teachers prior to the integration. Trial periods of integration for short duration often dissipate unfounded parental concern.

A third consideration is whether the school building where integration is to occur is one which facilitates the process. Are there stairs which the student must use frequently? Do the washrooms have grab bars and doors that are wide enough and which open easily?

One of the most important factors in integration is the attitude of the receiving classroom teacher. Pre-integration visits to the special-education class by the teacher and principal concerned along with consultation involving the special-class teacher and therapists can help the receiving teacher develop a positive and constructive attitude. It is essential that the teacher never view the integration as a threat or imposition.

When integration begins some things must be changed in the receiving school's routines. Perhaps the handicapped student can go outside for recess only in the very best weather. The secretary, or student helpers may need to meet special transportation vehicles. Transportation times may not coincide with regular dismissal times. Adequate supervision of the child at lunch time must be arranged, because transportation occurs only twice each day. Certain special school events must be planned to involve the handicapped child in a meaningful, though not necessarily equal way so that his self-image is enhanced.

Without doubt, integration of a handicapped child does add extra responsibilities to the classroom teacher, principal, secretary, and student assistants, usually involving more time. The student assistants especially, however, find the involvement rewarding as they learn to like the young person who depends on their help, and they see the growth and development taking place as they feel needed. I have seen the position of being "assistant" being viewed as one of prestige by students who greatly resent being denied the opportunity to help.

In summary, then, the integration of carefully selected, carefully counseled handicapped students with the help of carefully oriented teachers and parents is a demanding process which can be richly rewarding to all who are involved.

Here at Holbrook, we integrate students from our Cerebral Palsy Centre classes into regular classes for varying periods of time. We need to test the suitability of placing a child in a non-specialized class while the child is still under regular monitoring by the Centre's therapy staff. It allows both the student and the parents to "test the waters".

The most recent and longest integration is being accomplished by Victor Valentic. Despite our building's imposing stairs, Victor and his parents have coped admirably. The initial integration had problems which necessitated a recess for reflection and reassessment. This second phase appears to be much more successful with Victor enjoying the experience. His student assistants look forward to meeting him daily and his classmates work with him with complete empathy. We know that despite his difficulties he will attack life with gusto and be the kind of person we want to know and remember with affection.


4. From the Symbol User--Victor Valentic
Hamilton, Ontario

(I regret that time did not permit the following to be published in symbols as expressed by Victor. A literal translation is provided. Ed.)


I like my new school. It is big and many children. My school room has much colour. I have many friends. I like girls. I play with many toys. I like the "combine" exercise-in-room "combine" (referring to the daily "Health Hustle"). I not like lunch room. Very loud. I like playing in room with friends.

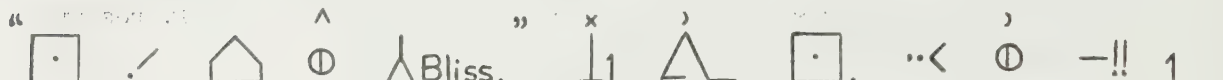
(The following was given in response to question concerning return to C.P. Centre classrrom).

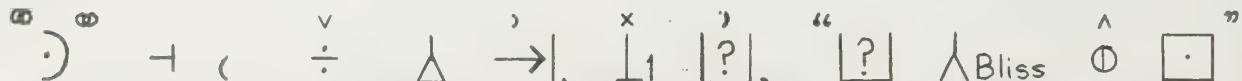
I not want go back. I love Robin. Children in wheelchairs not play with me. I happy in big school. I love my teacher.



 The Day I met Mr. Bliss


by Paul Marshall
 Binbrook, Ont.
 Age 14

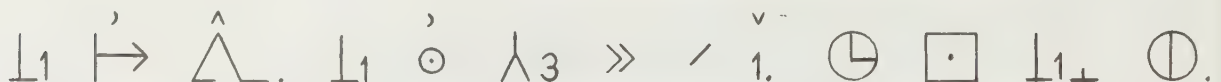

 When I saw that old house, I said to my self



 in that house is Mr. Bliss. We went in. There was no one

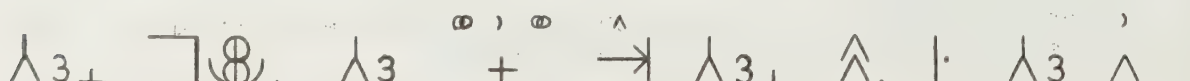

 around but then some woman came. We asked, "Is Mr. Bliss in?"


 She said, "Yes". She went to tell him we were there.


 His Secretary came out and said, "Come back here."


 I started walking. I saw him for the first time in my life.


 He was a little man. I shook his hand. We went in


 his office. He had to finish his work. After he did.

. / , \perp_1 $\overset{\circ}{\circ}$ > / \sum^x + λ_3 + \oplus . \triangle + \perp_1 +
that, we talked about the symbols and his life. Mom and my

\perp \uparrow \cap teacher $\overset{\circ}{\circ}$ $\downarrow \rightarrow$ took \div some $\overset{x}{\circ}$ \square > λ_3 + \perp_1 . λ_3 He
pictures of him and me.

\diagdown \square \perp_1 + \sum Bliss wrote in my Blissymbolics \square + \perp_1 $\overset{\circ}{\circ}$ \square \ \square > book and we bought a book to

/ $\overset{\circ}{\circ}$ \square \triangle $\overset{\circ}{\circ}$ " $\sum \lambda$ " .
the film "(Mr.) Symbol Man".

\perp_1 \triangle \square > $\overset{\circ}{\circ}$ $\overset{\circ}{\circ}$ 12 . / \searrow $\overset{\circ}{\circ}$ \
We went out to lunch. The place was a

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Chinese restaurant. We talked and ate. He talked and joked

\boxtimes / \odot .
all the time.

λ_3 + $\overset{\circ}{\circ}$ \perp $\overset{\circ}{\circ}$ \ $\overset{\circ}{\circ}$ \perp_1 . / \div \odot " \triangle_3
His secretary told us that some times when she

\triangle > \downarrow λ_3 > \odot 7 a.m., \triangle_3 $\overset{\circ}{\circ}$ \square λ_3
went to get him at 7:00 a.m., she found he

$\hat{\lambda}$ \gg 2 \odot . λ_3 $\hat{\circ}$ \times $\overset{\circ}{\circ}$! \gg 80 \odot 1 $\overset{\circ}{\circ}$
was working for two hours. He is great for 80 years old.

+ \boxtimes \cdot λ_3 \triangle \rightarrow λ_3 $\overset{\circ}{\circ}$ $>$ λ_{3+} \sum^x

and all that he has gone through. He talked about his symbols

+ λ_{3+} \curvearrowright \leftarrow \downarrow \perp \uparrow \square \perp_3 .

and his trouble getting people interested in them.

\perp_1 \curvearrowright , " $\hat{\phi}$ \setminus $\times \hat{\phi}!$ \square $\hat{\phi}$ $/$ λ "

I was thinking. "it is a great thing to see the man who

\curvearrowright \uparrow \boxtimes \cdot , $/$ λ " \triangle \downarrow \square $\circ \square$

thought up all this, the man who will go down in history

+ $/$ λ " \triangle \perp_1 $\times \times$ " λ_3 $\overset{\circ}{\circ}$ $>$

and the man who has helped me very much." He talked about

λ_{3+} \triangle + \triangle + λ_{3+} \rightarrow \triangle + $?$ \wedge \triangle_3
his mom and dad and his loving wife and how she

\uparrow λ_3 \times \triangle . λ_3 ϕ \setminus \perp \rightarrow $>$ $\hat{\jmath}$. λ_3 \curvearrowright
gave him much help. He was a little hard of hearing. He jumped

\triangleright $\circ \square$ \triangleright $\circ \square$. λ_{3+} \uparrow \rightarrow \times $\times \rightarrow$. $/$ λ "
from story to story. His ideas come so fast. The man who

\triangle \perp_{1+} \oplus $\times \hat{\phi}!$ $\hat{\phi}$ $\times \hat{\phi}!$ \perp_1 $-!$ $\hat{\vee}$ $\hat{\phi}$ $-\hat{\times}$
made my life better. It is great. I cannot say enough

\gg λ_3 + $\hat{\phi}$ λ_3 + $\hat{\phi}$ + λ_3 ϕ 1 $\times \hat{\phi}!$
for him and to see him and to talk with him was one great

□ » ⊥₁ . 1 ⊙ \ ⊙ □ ⊥₁ + ⊙.

thing for me, it was a time in my life.

λ₃ + ⊥ ⊙ \ ⊙ ⊙ ⊙ " ÷ 1 ↗ λ₃,

His secretary said when some one meets him,

⊥₃ ↓! □ → ⊙ + λ₃ . λ₃ ⊙ × → » λ₃ +

they fall in love with him. He is fast for his

80 ⊙, + ⊙ ↑ ⊙, + \ ⊥ × ⊙ . λ₃ ⊙ >

eighty years, and funny, and a genius. He knows about

/ = + ? λ ⊥₃ ⊙ □ ≠ ⊥₁ ⊙ ⊕

the world and how they talk in different countries. I found

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it very interesting to hear the man who thought up this great

⊙ » / = ⊙

way for the world to communicate.

EVALUATION TECHNIQUES

By: Claudia Chant and
Raymond Shred, Montreal

We teachers at the MacKay Center would like to share with you the report card we developed for our class of ten physically handicapped children. We have listed general goals as well as specific behavioral objectives to be attained by the children. There are three marking periods in our school year, and at the end of each we check "yes" or "no" to indicate if the child has attained the objective. We have left a considerable amount of space for comments. We held a parents' night in November to explain the format of our new report card and the objectives we had decided upon for their children. Parent conferences were held the following week to discuss specific children. Thus far we have found the format functional. Parents seem to have found it easy to understand with our explanations, and it serves as a basis for making lesson plans.

(Note: In order to conserve Newsletter space, the "Comments" section is restricted to one line. - Ed.)

MACKAY CENTER

YEAR _____

BLISS CLASS OBJECTIVES AND REPORT CARD

General Classroom Objectives:

1. The children will enhance their communicative abilities by learning the Bliss Symbol System.
2. The children will utilize the Bliss Symbol System to express thoughts and desires. They will gradually approximate English syntax when they use the Bliss board to communicate.
3. The children will eventually read written words by using the symbol system to complete reading readiness exercises. These include reading symbol sentences from left to right, matching symbols with pictures and symbols with symbols, and visual memory exercises.
4. The children will be more aware of their environment - of activities going on all around them. To facilitate their awareness, they will go on field trips, take walks around the neighbourhood, do weather reports, go to cooking lessons, etc.

Specific Classroom Objectives:

Pronouns:

1. The child can substitute appropriate pronoun symbols for noun symbols, ie, she for woman.
2. The child can use the appropriate possessive pronoun symbols within symbol sentences.

	DEC.		MAR.		JUNE	
	YES	NO	YES	NO	YES	NO
1. The child can substitute appropriate pronoun symbols for noun symbols, ie, she for woman.						
2. The child can use the appropriate possessive pronoun symbols within symbol sentences.						

COMMENTS:

ADVERBS:

DEC. MAR. JUNE
YES NO YES NO YES NO

1. The child can classify Bliss Symbols into the categories of where, when, what, who, and how many.
2. The child can use the appropriate Bliss symbols when asking questions.

COMMENTS:

SINGULAR AND PLURAL:

YES NO YES NO YES NO

1. The child can properly use the plural indicator on the Bliss board to tell that he sees more than one.
2. The child can differentiate between one of an object and more than one.

COMMENTS:

TENSES:

YES NO YES NO YES NO

1. The child can point to the proper tense indicator on the Bliss board when asked to tell whether a sentence is in the past, present, or future tense.
2. The child can form sentences in the past, present, or future tenses.

COMMENTS:

ALIKE AND DIFFERENT:

YES NO YES NO YES NO

1. The child can tell by indicating with symbols whether two objects are the same or different.

--	--	--	--	--	--

COMMENTS:

COMMANDS:

YES NO YES NO YES NO

1. The child can follow oral directions.
2. The child can follow directions written in Bliss Symbols.

COMMENTS:

MATH:

	DEC.		MAR.		JUNE	
	YES	NO	YES	NO	YES	NO
1. The child can place physical objects in one-to-one correspondence.						
2. The child can match the numerals 1-9 with appropriate quantities of physical objects.						
3. The child can point to the appropriate number of objects when given the numeral orally.						
4. The child can count from one to nine using the Bliss board number line.						
5. The child can place his finger on the appropriate numeral on the Bliss board when given a verbal cue.						
6. The child can match the Bliss symbols much, few, many, all, enough, too much, and full with appropriate pictures.						
7. The child can sort and classify objects according to specified physical properties.						
8. The child can recognize the basic shapes, square, rectangle, triangle, circle, and indicate these symbols on his Bliss board.						
9. The child can find examples of the basic shapes in the environment.						
10. The child can order objects according to size and number from largest to smallest.						
11. The child can tell time on the clock to the quarter hour.						

COMMENTS:

COLOURS:

	YES	NO	YES	NO	YES	NO
1. The child can match materials of the same colour.						
2. The child can identify the colours on the Bliss board by name. He can point to the symbol, colour, and the appropriate number.						

COMMENTS:

SYMBOL USAGE:

	DEC. YES	NO	MAR. YES	NO	JUNE YES	NO
1. The child will use a subject, verb object, construction when making simple, symbol sentences.						
2. The child will use the question symbols first, when asking questions						
3. The child will use the strategy "combine" to indicate words not on his symbol display.						
4. The child will use the opposite strategy to enlarge his symbol vocabulary.						
5. The child will use adjectives to describe nouns in his sentences.						

COMMENTS:

PRE-READING SKILLS:

	YES	NO	YES	NO	YES	NO
1. The child can recognize the twenty-six letters of the alphabet when he hears them.						
2. He will indicate this by pointing to the letter when given a verbal cue.						
3. The child can match letters of the alphabet that are the same.						
4. The child can match capital and small letters of the alphabet.						
5. The child can read symbols on a page from left to right and from top to bottom.						

COMMENTS:

LISTENING SKILLS:

	YES	NO	YES	NO	YES	NO
1. The child can listen to a story in a large group.						
2. The child can listen to a simple story and retell it briefly and in the proper sequence using his Bliss symbols.						

LISTENING SKILLS: (Continued)

3. The child can identify the characters in a story.
4. The child can contribute ideas to an experience chart.
5. The child can detect the mood, emotions, or intent of a character in a story.
6. The child can predict the ending to a story.

DEC.		MAR.		JUNE	
YES	NO	YES	NO	YES	NO

COMMENTS:

TEACHERS SIGNATURES:

DATE:

* * * * *

CENTRE MACKAY

Année: _____

OBJECTIFS DE LA CLASSE "BLISS" ET FICHE DE L'ELEVE

Objectifs généraux:

1. Les enfants vont élargir leur capacité de communication en apprenant le système de symboles Bliss.
2. Le système de symboles Bliss permettra aux enfants d'exprimer leurs pensées et désirs. Avec le temps et l'habitude, ils maîtriseront davantage la syntaxe anglaise.
3. Eventuellement les enfants apprendront à lire les mots. Le système de symboles Bliss leur fournira des exercices d'apprentissage à la lecture. Ces exercices comprennent la lecture de phrases de symboles alignés de gauche à droite, l'association de symboles avec des symboles, et de symboles avec des images, la mémorisation visuelle.
4. Les enfants deviendront plus conscients de leur environnement, et des activités qui se déroulent autour d'eux. Des activités de plein air, des sports dans le quartier, l'exécution de "rapports météorologiques", les leçons de cuisine, etc. aideront à atteindre ce but.

Objectifs spécifiques de la classe:

PRONOMS:

	déc.		mars		juin	
	Oui	Non	Oui	Non	Oui	Non
1. L'enfant peut substituer le symbole du pronom approprié au symbole du nom. Par exemple: elle pour femme.						
2. L'enfant peut utiliser le symbole approprié du pronom possessif dans une phrase de symboles.						

COMMENTAIRES:

ADVERBES:

	Oui	Non	Oui	Non	Oui	Non
1. L'enfant peut classer les symboles Bliss dans les catégories où, quand, quoi, qui et combien.						
2. L'enfant peut utiliser la forme interrogative appropriée lorsqu'il pose une question.						

COMMENTAIRES:

SINGULIER ET PLURIEL:

	Oui	Non	Oui	Non	Oui	Non
1. L'enfant peut utiliser l'indicateur du pluriel sur le tableau Bliss pour indiquer qu'il s'agit de plus d'un.						
2. L'enfant peut différencier un seul objet de plusieurs.						

COMMENTAIRES:

TEMPS:

	Oui	Non	Oui	Non	Oui	Non
1. L'enfant peut désigner l'indicateur approprié de temps sur le tableau Bliss lorsqu'on lui demande si la phrase est au passé, au présent ou au futur.						
2. L'enfant peut former des phrases au présent, au passé et au futur.						

COMMENTAIRES:

SIMILITUDE ET DIFFERENCE:

déc.		mars		juin	
Oui	Non	Oui	Non	Oui	Non

1. L'enfant peut indiquer à l'aide des symboles si deux objets sont pareils ou différents.

--	--	--	--	--	--

COMMENTAIRES :

INSTRUCTIONS:

Oui Non Oui Non Oui Non

1. L'enfant peut suivre les directives orales.
2. L'enfant peut suivre les directives écrites en symboles Bliss.

COMMENTAIRES:

MATHEMATIQUES :

Oui Non Oui Non Oui Non

1. L'enfant peut placer des objets dans une correspondance de un à un.
2. L'enfant peut associer les chiffres de 1 à 9 à la bonne quantité d'objets.
3. L'enfant peut indiquer la quantité d'objets correspondant au chiffre donné verbalement.
4. L'enfant peut compter de 1 jusqu'à 9 en utilisant les chiffres imprimés sur le tableau Bliss.
5. L'enfant peut désigner du doigt le chiffre juste sur le tableau Bliss lorsqu'on lui nomme le chiffre.
6. L'enfant peut associer les symboles beaucoup, peu, plusieurs, tous, assez, trop et plein à l'image correspondante.
7. L'enfant peut assortir et classer les objets selon des propriétés physiques spécifiques.
8. L'enfant reconnaît et indique sur le tableau Bliss les formes géométriques de base: carré, rectangle, triangle, cercle.

[illegible]

MATHEMATIQUES: (Cont.)

MATHEMATIQUES: (Cont.)		déc.		mars		juin	
		Oui	Non	Oui	Non	Oui	Non
9.	L'enfant peut trouver des exemples de formes géométriques, de base dans l'environnement.						
10.	L'enfant peut placer les objets par ordre de grandeur et de nombre, du plus grand au plus petit.						
11.	L'enfant distingue l'heure au quart d'heure sur l'horloge.						

COMMENTAIRES:

COULEURS:

	Oui	Non	Oui	Non	Oui	Non
1. L'enfant peut associer des tissus de même couleur.						
2. L'enfant peut identifier les couleurs par leur nom sur le tableau Bliss. Il peut désigner correctement le symbole pour "couleur", et le chiffre correspondant à la couleur.						

COMMENTAIRES:

EMPLOI DES SYMBOLES:

	Oui	Non	Oui	Non	Oui	Non
1. L'enfant construit à l'aide des symboles des phrases simples qui comprennent un sujet, un verbe et un complément.						
2. L'enfant indique d'abord un des symboles d'interrogation lorsqu'il pose une question.						
3. L'enfant utilise la stratégie "combiner" pour exprimer des mots qui ne sont pas sur le tableau.						
4. L'enfant utilise la stratégie "le contraire" pour élargir le vocabulaire de son tableau.						
5. L'enfant emploie dans ses phrases des adjectifs pour qualifier les mots.						

COMMENTAIRES:

CONNAISSANCES PRE-LECTURE:

1. L'enfant reconnaît les 26 lettres de l'alphabet lorsqu'on les lui nomme. Il peut désigner du doigt la lettre correspondante à celle nommée.
2. L'enfant peut associer les lettres de l'alphabet qui sont pareilles.
3. L'enfant peut associer les lettres majuscules aux lettres minuscules.
4. L'enfant peut lire les symboles de gauche à droite sur la page et de haut en bas.

déc.		mars		juin	
Oui	Non	Oui	Non	Oui	Non

COMMENTAIRES:

CAPACITE D'ATTENTION:

1. L'enfant écoute une histoire dans un grand groupe.
2. L'enfant écoute une histoire simple et arrive à l'aide des symboles Bliss à la raconter brièvement tout en respectant le déroulement.
3. L'enfant peut identifier les personnages d'une histoire.
4. L'enfant peut contribuer à faire un tableau de ses expériences après une sortie.
5. L'enfant reconnaît les états d'âme, les émotions ou les intentions d'un personnage dans une histoire.
6. L'enfant peut prévoir la fin de l'histoire.

Oui	Non	Oui	Non	Oui	Non

COMMENTAIRES:

SIGNATURES DES PROFESSEURS:

DATE: _____

NEWS FROM WILLOWICK

By: Natalie F. Newhous
Willowick, Ohio.

In my widely-diversified classroom for orthopedically handicapped children I teach all levels from kindergarten to sixth grade. Of all the subjects I teach, my favorite has been working with the Bliss board with a thirteen-year-old student. M. began using Bliss in September of this school year. Now she is easily using about 300 symbols (arranged to fit her physical reach), and we are figuring out how we can sandwich in more symbols. She readily combines symbols to put together the ideas she has (brown bread dessert for cake is my favorite.)

Several weeks ago M. didn't feel well and was resting on a cot, so the Bliss board couldn't be used to communicate. For ten minutes we went through what had been our only means of communication previous to Bliss: 20 questions and guessing. M. ended up in tears, and I was equally frustrated. It was a good lesson to realize what Bliss has done for the quality of communication we now are used to.

PRESCHOOL BLISS

By: Margie Kennedy
Calgary, Alberta

In the Preschool Multihandicap Program at the Alberta Children's Hospital, we are finding BLISS symbols a viable means of communication for several of our children. Three children use symbols boards and two children are on a pre-Bliss program.

The afternoon transition class has been set up to help kids adjust to less individual attention and more group work. Preschool skills which will be required in Early Childhood Service School or grade one are stressed. It is hoped that by attending the transition classroom, it will be less traumatic for the child to go from the preschool program into a community placement.

Keith and Daughn are the symbol-users in the transition class. They both have 200-symbol boards and derive a good deal of satisfaction from "racing" to see who finds the right answer on their boards first. They frequently compare, to see how similar their boards are. The teachers have become quite adept at phrasing questions in group discussions so that they can answer using symbols. The other children in the class sometimes choose to participate by answering with symbols as well - and Daughn in particular, does not hesitate to inform them if they have pointed to the wrong answer!

In the morning program, the youngest symbol - user is three and now has forty symbols on her board. By placing her in a group once a week, with two other symbol-users who are older but at her level, we are hoping to maintain her enthusiasm with BLISS until the other two children in pre-Bliss catch up to her. With the preschoolers a marked difference in attitude seems apparent when Bliss-users discover they can communicate with other children.

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